WYOMING ACCOUNTABILITY IN EDUCATION ACT

SCHOOL PERFORMANCE RATING MODEL

(Draft: June 19, 2013)

INDICATORS BY GRADE

Indicators are a function of grade in school.

- Grade Three through Grade Eight School Indicators
  - Achievement
  - Growth
  - Equity measured by growth
- Grade Nine through Twelve Indicators
  - Achievement
  - Readiness
  - Equity measured by achievement gap

The readiness indicators for grade nine through 12 will only be applied to those schools from which students may earn a high school diploma. Some junior high schools have a grade nine. The grade nine readiness indicators will not be used for school performance ratings at these schools. Some high schools have grades ten through 12. The grade nine readiness indicators will not be used for school performance ratings at these schools.

Some schools have grade configurations that include both grades nine through 12 and grades eight and lower (e.g., schools with grades K-12). These schools will have two school performance levels computed initially; one for grades eight and below and one for grades nine through 12. The school will be assigned to the performance level that is the lower of the two computed performance levels.

INDICATORS AND INDICATOR SCORES

ACHIEVEMENT

There will be one overall *school achievement score* for each school that includes the performance in all tested grades and content areas at each school. The score will be the percent of tested students who scored proficient or above on the achievement tests used in Wyoming. The current achievement tests include:

- The Proficiency Assessment for Wyoming Students (PAWS)
  - Reading in grades 3 through 8
  - Math in grades 3 through 8
  - Science in grades 4 and 8
- Student Assessment of Writing Skills (SAWS) in grades 3, 5, and 7

- The ACT
    - Reading test in grade 11
    - Mathematics test in grade 11
    - Science test in grade 11
    - Writing Test in grade 11

An illustration of how school achievement scores will be computed is presented in Table 1. Assume the hypothetical school represented in Table 1 was an elementary school with grades kindergarten through six with 20 students per grade level. Science would only be tested in grade 4 at this school. Because fewer students were tested in science, exceptionally high or low performance on the science test would have less impact on the school achievement score than would exceptionally high or low performance on either the reading tests or the math tests[1].

Table 1. Illustration of Computation of a School Achievement Score.

Content	Count of Tested Students	Count of Proficient Students	School Achievement Score
Math	80	65	
Reading	80	60	
Writing	40	25	
Science	20	12	
Column Totals	220	162	162/220 = 73.6%

School achievement scores (i.e., the total percent proficient on all achievement tests) will be used for assigning schools to one of three categories on the achievement indicator: (a) exceeding targets, (b) meeting targets, or (c) below targets. A professional judgment panel (PJP) of education stakeholders will establish school achievement score cut points that will be used to assign schools to these three categories.

GROWTH

Growth refers to a change in the achievement within students as they progress from year to year. In order to compute growth scores, students must have at least two consecutive years of state test scores. Since the Wyoming state test is first administered in grade three, growth will first be measured in grade four. Growth will be computed separately for reading and for math on the Wyoming state test for students in grades four through eight.

The method used to measure growth will produce student growth percentiles[2] (SGPs) that indicate how an individual student's growth compared with that of all Wyoming public school

[1] Weighting for different tested content areas will be a function of the number of students taking a test in each content area. This weighting reflects the policy maker decisions about which grade-by-content areas to test. For example, when federal policy makers passed NCLB, they required testing in reading and math in seven grades but they required testing in science only in just three grades. As a result, more students take reading and math tests than science test and reading and math will carry more weight on the achievement indicator than science.

[2] See Betebenner, D. W. (2008). *Norm- and criterion-referenced student growth.* Available at http://www.nciea.org.

students[3] from that particular year in the same grade that had similar scores in previous years. SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth. This measure of growth is independent of the achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high a student's test scores in past years were, they still may earn any of the SGPs from 1 to 99.

The median SGP at a school is the SGP that half of the students at the school scored above and half scored below. Median SGPs have the same meaning for any group. As such, they could be computed separately for each grade and content area at a school. Separate median SGPs for each grade and content area at a school should be computed and reported to assist schools with their improvement efforts. The most accurate median to represent total growth at a school across all grades and both content areas, however, would be the median of all SGPs at the school regardless of grade or content area. That *school median SGP* will be used as the school's growth score.

Growth at each school will further be placed into one of three categories: (a) exceeding target, (b) meeting target and (c) not meeting target. A professional judgment panel will determine cut points for the median SGPs that separate these three categories from one another. The professional judgment panel will be informed in their work by the distribution of the SPGs of students who scored below proficient in a previous year but who scored proficient or above in the current year. In addition, the professional judgment panel will be informed in their work by the distribution of SPGs of students who scored proficient or above in a previous year but who scored below proficient in the current year.

EQUITY

An important goal of WAEA is to "minimize achievement gaps" [Wyoming Statute 21-2-204(b)(vi)]. During the 2013 session of the Wyoming legislature more specificity was added to the definition of equity for the purpose of accountability [Wyoming Statute 21-2-204(c)(vii)]. As a result there will be two methods used to measure equity in Wyoming schools. The method used for a particular school will depend upon whether there are measures of student growth available to the school. Measures of student growth will be available to schools with students in grades four through eight. An alternative measure of equity will be required in schools that do not have a measure of growth. Currently there are a number of schools that serve students in grade three but do not have students in grades four or higher. These schools will use the alternative measure of equity. In addition, high schools that serve students in the grades nine through 12 do not, at this time, have measures that permit the measurement of growth.

Consolidated Subgroup. When a school has growth measures, a consolidated subgroup consisting of all students who were below proficient during the previous year on the state test in math and/or reading will be used in the measurement of equity. Because the previous year's test performance defines this group, educators will know who is in this group at the beginning of

[3] Some private school and home school students take the PAWS test. If these students are not enrolled in a public school at the time of the testing, their score will not be included in the norm sample. If they enroll in a public school the following year and take the PAWS test, their previous PAWS test scores will be used to compute growth.

each new school year. This will permit educators to be strategic about planning to improve outcomes for students in this subgroup.

When a school does not have growth measures, the school will typically not have prior year achievement scores for use in the identification of a consolidated subgroup. The consolidated subgroup at these schools will consist of those students who performed below proficient on the current year's test in math and/or reading.

Equity for Schools with Growth Scores. For schools that have growth scores (i.e., SGPs) on the state test, a *growth to standard* approach is used for the measurement of equity. Specifically, adequate growth percentiles (AGPs) are computed for all students. For students in the consolidated subgroup, an AGP represents the minimum SGP that the students needs for the current year in order to be considered to be *on track* to reach proficiency within one years. The equity indicator, therefore, for schools with growth scores will be the percent of students in the consolidated subgroup who obtain SGP scores that are at or above their AGP score. The professional judgment panel will determine the percentages of students meeting this criterion that will result in schools being considered as exceeding targets, meeting targets or not meeting targets.

Equity for Schools without Growth Scores. There will be two components used in the measurement of equity at schools without growth measures. The first component will be the current year achievement gap between the consolidated subgroup at the school and the statewide performance of all students. The second component will be the improvement in that achievement gap from the prior year to the current year[4]. The current year achievement gap at each school will be placed into one of three categories; large gap, typical gap and small gap. Small gaps, of course, are more positive than large gaps. The improvement to gap size at each school will also be placed into one of three categories; least improvement, typical improvement and most improvement. Most improvement would be more positive than least improvement. The equity performance level for these schools will then be determined based upon the cell in a three-by-three decision table in which a school's performance placed them. The decision table with achievement gap on one side and improvement on the other side is illustrated in Table 2.

Table 2. Illustration of the Decision Table for Achievement Gap Equity.

	Achievement Gap		
Gap Improvement	Large Gap	Typical Gap	Small Gap
Least Improvement			
Typical Improvement			
Most Improvement			

Schools with scores that placed them in the cell in Table 2 for large gap/least improvement would be placed in the not meeting target category for equity. Schools with scores that placed them in the small gap/most improvement cell would be placed in the exceeding target category for equity. Schools with scores that placed them in the typical gap/most improvement cell would

[4] In order to compute an improvement score consolidated subgroups will be needed for both the current year test performance and the previous year test performance.

be placed in the meeting target category for equity. The equity category placements for schools with performance that placed them into the other cells in Table 2 will be established by the professional judgment panel who will be informed by impact data.

The size of the achievement gap will be a measure of the distance of the consolidated subgroup's mean test score from that of the statewide mean test score for all students. Because each grade in school will have a different mean scale score and variance, the scale scores for each student will be converted into standardized *z* scores. These scores will be computed for both reading and math as follows.

Step 1. State average scale scores and standard deviations will be computed for each grade in reading and math.

Step 2. A standardized *z* score will be computed for current test results in reading and math for each student in the consolidated subgroup in the content area(s) where they were not proficient on the previous year's state assessment. Table 3 presents an illustration of the standardized *z* score computation.

Table 3. Illustration of Student Standardized *z* Score Computation.

Grade 5				
Student Scale Score Mean	State Scale Score Mean	State Scale Score Standard Deviation	Student *z* Score Computation	Student *z* Score
656	680	59	$\frac{(656 - 680)}{59}$	-0.41

These student level standardized *z* scores will be computed for the current year and for the previous year. These scores are then averaged for all students in the consolidated subgroup for the two years. The average of all standardized *z* scores in both reading and math for all students in the consolidated subgroup for the current year will be the achievement gap scores. All schools with these scores will then be ranked. Schools ranked in the bottom third of this group will be placed in the large gap category, schools ranked in the middle third will be placed in the typical gap category and schools ranked in the top third will be placed in the small gap category.

The gap improvement score will be obtained by subtracting the school's mean standardized *z* score for the consolidated subgroup from the current year from their mean standardized *z* score from the previous year's consolidated subgroup. The difference that results is the school's improvement score. Schools will then be ranked by their improvement scores. Schools that rank in the bottom third of this group will be placed in the least improvement category, schools that rank in the middle third will be placed in the typical improvement category and schools that rank in the top third will be placed in the most improvement category.

READINESS

Readiness will be measured at all schools from which students may earn a high school diploma. There are four subindicators for readiness. The subindicators fall within two categories of subindicators. Two of the subindicators are leading indicators and two of the subindicators are lagging indicators. Improvement on the leading indicators would be expected to lead to improvement on the lagging indicators over time.

- Leading Indicators
    - Readiness as measured on tests in the ACT suite of tests (i.e., ACT Explore in grade 9, ACT Plan in grade 10 and the ACT in grade 11)
    - Readiness defined as the percent of students earning enough grade nine credits to be on track for graduation
- Lagging Indicators
    - Actual Graduation Rate
    - Hathaway Scholarship Eligibility Level (i.e., of all graduates)

There will be a score range from zero to 100 on each subindicator. The subindicator scores will be combined into one overall readiness score for each school. Table 4 provides an illustration of possible weights for each subindicator and for each category of subindicators.

Table 4. Illustration of Possible Weights for Readiness Subindicators and Categories of Subindicators*.

Leading Indicators		Lagging Indicators	
Tested Readiness	Grade 9 Credits	Graduation Rate	Hathaway Eligibility
??%	??%	??%	??%
??%		??%	

ACT Suite of Readiness Tests. Scores on the ACT Explore in the spring of grade nine, the ACT Plan in the spring of grade ten and the ACT in grade 11 will provide test evidence of readiness. An index has been developed for each of the three tests that will be used as the Wyoming measure of tested readiness. ACT composite test scores are presently used in Wyoming as one source of information that determines a student's level of eligibility for Hathaway Scholarships. The ACT composite score cut points used for Hathaway Scholarship eligibility informed the development of the Wyoming accountability tested readiness index. Specifically the ACT composite cut point for the lowest level of Hathaway Scholarship eligibility became the lowest cut point for Wyoming accountability. The ACT composite cut point for the highest level of Hathaway Scholarship eligibility became the highest cut point for Wyoming accountability. Finally, an ACT composite cut point for a middle level of Hathaway Scholarship eligibility became the middle cut point for Wyoming accountability. Table 5 presents the Wyoming ACT readiness score ranges and associated index values that resulted from this process.

Table 5. ACT College Readiness Index Score Ranges.

Wyoming ACT Readiness Levels	Composite Score Ranges			Index Points
	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11	
Level 4	21-25	22-32	25-36	100
Level 3	18-20	19-21	21-24	??
Level 2	15-17	16-18	17-20	??
Level 1	1-14	1-15	1-16	0

Table 6 shows the percentage of grade 11 Wyoming students who obtained ACT composite scores that fell within each identified score range on the ACT test during the spring 2012 census testing.

Table 6. Percentage of Grade 11 Wyoming Students Tested on the ACT During Spring 2012 with Scores at Each Index Level.

ACT Readiness Level	Percent of Sample	Cumulative Percentage
Level 4	15	100
Level 3	23	85
Level 2	30	62
Level 1	32	32

Next, Table 4.9 in the *Technical Manual Plan* provides observed ACT scores from fall of grade 12 for students who also had Plan scores from spring of grade ten. The frequency distributions from this matrix of scores were used to identify the score point on the Plan that was a mid point in the score range associated with the ACT cut points represented in Table 6 above. The Plan score ranges in Table 6 were constructed using those corresponding Plan composite scores as cut points.

Finally, Table 4.19 of the *Technical Manual Explore* provides observed Plan composite scores from fall of grade 10 for students who also had Explore scores from the spring of grade nine. The frequency distributions from this matrix of scores were used to identify the score point on the Explore that were a mid point in the score range associated with the Plan cut points represented in Table 6 above. The Explore score ranges in Table 5 above were constructed using those corresponding Explore cut points.

A school will be assigned 0 points for each student at a school who performs at level 1, 30 points for each student who performs at level 2, 65 points for each student who performs at level 3 and 100 points for each student who performs at level 4. A school will receive one overall readiness score for student performance on all tests from the ACT suite that are administered at the school. The school's score will be the mean index score for all students across all tests from this suite that are administered at the school. As such, school scores on this subindicator will range from the lowest possible score of 0 to the highest possible score of 100.

Tested readiness for students who take the alternate assessment will be based upon the number of subject area tests on which they are proficient or better. Specifically, a school will be assigned 100 index points for each student who earns a proficient or better score on all four subject area tests on the alternate assessment. A school will be assigned 65 index points for all students who earn a proficient or better score on three of the four subject area tests on the alternate assessment. A school will be assigned 30 index points for all students who are proficient on one or two of the four subject area tests on the alternate assessment. A school will be assigned 0 points for all students who are proficient on none of the four subject area tests on the alternate assessment.

Grade Nine Credits Earned. Grade nine may or may not be part of the grade configuration for all Wyoming schools from which students may receive a diploma. Some high schools serve students in grades ten through 12 while others serve students in grades nine through 12. Grade nine credits earned will be an indicator for all schools from which students may receive a diploma, regardless of the grade configuration of the school. The number of credits a student has when entering grade ten is a leading indicator for success in high school regardless of where the student attended school for grade nine. Therefore, high schools have an interest in and can choose to have some role in how well students are performing in grade nine even when grade nine is housed in a feeder school rather than in the high school itself.

Some students earn grade nine credits during a summer session. In order to be able to credit schools for ninth grade credits earned in the summer, the grade nine credits earned indicator will lag one year. In this respect it will be similar to the long standing practice in Wyoming of lagging the reporting of graduation rate for accountability purposes by one year so that students who graduate following the successful completion of required courses during the summer session are included in a school's graduation rate. When grade nine is housed at the high school, grade nine credits earned will be computed for all students who were enrolled in that school at the end of grade nine. When grade nine is housed in feeder schools, grade nine credits will be computed for all students enrolled at the high school on October 1st of the year after they first attended grade nine[5].

A school's score for grade nine credits will be the percentage of students that earned one fourth of the credits required to earn a diploma by the end of grade nine.

Graduation Rate. Graduation rate will be measured using a graduation rate index that is applied at the student level. Table 7 illustrates the graduation rate index. The point values in Table 7 are for illustration only. The professional judgment panel will assign the actual point values for the index. The index points are assigned to the students who meet the criteria for each student result in Table 7. The school's score for graduation rate will be the mean of student index points.

[5] A potential negative unintended consequence could be associated with this particular business rule. Specifically, a district may choose to retain students in grade nine in a junior high if they do not have all credits needed to be considered "on-track" for high school completion. An additional unintended consequence would be a practice of becoming more lenient about awarding credits in grade nine. A choice by the professional judgment panel to place less weight on this readiness indicator compared to the other readiness indicators could mitigate the likelihood of the potentially negative changes in practice.

Table 7. Graduation Rate Index.

Criteria Numbers	Student Result	Points*
1	Diploma Earned in Four Years or Less	100
2	Diploma Earned in More than Four Years	??
3	Certificate of Completion**	??
4	Continued Enrollment***	??
5	Dropout	0

*Points are for illustrative purpose only. The professional judgment panel will assign the points.
**Only for students on individual education plans who worked on alternate standards.
***Continued enrollment after the student's grade nine cohort had been in school for four years.

Students meet criterion one from Table 7 when they receive their high school diploma four years after they first entered grade nine. These students are assigned 100 points each. Any student who receives a high school diploma but who first entered grade nine more than four years earlier is awarded the points for criterion two in Table 7. Students meeting criterion three will be those students who are on an individual education plan (IEP) that stipulate they are working on alternate standards. These students are not eligible for a diploma since their IEP teams had determined that their disability made working on alternate standards more appropriate than working on regular state standards. Criterion four from Table 7 applies to students who first entered grade nine more than four years ago but remain enrolled in school on October 1st of a following school year. When computing the school index score the drop-outs will be assigned zero points and they will be included in the computation of the mean student index score for the school. Students who will count as drop-outs will be those who were the grade nine drop-outs three years ago, the grade ten drop-outs two years ago, the grade eleven drop-outs one year ago and the current year grade 12 drop-outs.

Hathaway Scholarship Level. There are four Hathaway scholarship levels in Wyoming. Eligibility for each level is based upon three criteria: (a) unweighted high school grade point average, (b) a minimum ACT or Work Keys score and (c) successful completion of the success curriculum. The scholarship levels and the eligibility criteria are presented in Table 8.

Table 8. Hathaway Scholarship Eligibility Levels and Criteria.

	Scholarship Level			
Criteria	Provisional	Opportunity	Performance	Honors
High School Minimum GPA	2.5	2.5	3.0	3.5
Minimum ACT*	17**	19	21	25
High School Curriculum	Success***	Success	Success	Success

*ACT can be the student's best ACT score which may not be from the census administration in grade 11.
**Or a WorkKeys score of at least 12.
***Successful completion of a success curriculum defined by the Wyoming Department of Education.

Hathaway Scholarship eligibility will be measured using an index for the purpose of computing school performance levels under WAEA. The index is presented in Table 9.

Table 9. Hathaway Scholarship Eligibility Index.

Student Eligibility Level	Points
Honors	100
Performance	??
Opportunity	??
Provisional	??
Not Eligible	0

The school's score will be the mean of student points for the graduating class at the school. The possible scores for a school will range from 0 to 100.

The Hathaway eligibility used for accountability will not necessarily match Hathaway eligibility for awards. For awards, a students' best ACT score can be used. The students' best score may or may not be the test from the spring of grade 11 that all Wyoming students are required to take and which is required by statute to be recorded on their transcript. The ACT score required to be on the students' transcript will be used for accountability. In addition, a students' success curriculum performance will be computed electronically based upon transcript information. For award eligibility success curriculum performance is judged by a human inspection of the student's transcript.

Combining Subindicators into a School Readiness Score. The minimum possible score on each of the four readiness subindicators will be zero. The maximum possible score on each of the four subindicators will be 100. The subindicator scores for each school will be multiplied by the weights established by the professional judgment panel that are illustrated in Table 4 above. Table 10 illustrates the computation of a school total readiness score for a hypothetical school.

Table 10. Illustration of Computation of Total School Readiness Score.

Subindicator	Hypothetical Score for a School	Example Subindicator Weight	(School Score * Weight)
ACT Suite Index	55	.30	16.5
Grade 9 Percent On Track	72	.10	7.2
Graduation Rate Index	67	.30	20.1
Hathaway Eligibility Index	58	.30	17.2
School Readiness Score (Sum of Subindicator Weighted Scores) =			61.0

Note. Example subindicator weights have not yet been established. The weights in Table 10 were for illustration purposes only.

SCHOOL PERFORMANCE LEVEL ASSIGNMENT

The indicator category scores will be combined to arrive at a school performance level designation for each school in Wyoming with the use of decision tables. Table 11 presents the decision table for schools with grades three through eight.

Table 11. Decision Table for Assigning School Performance Levels for Schools with Grades Three through Eight.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below			
	Growth Meeting			
	Growth Exceeding			
Equity Meeting	Growth Below			
	Growth Meeting			
	Growth Exceeding			
Equity Exceeding	Growth Below			
	Growth Meeting			
	Growth Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (i.e., *not meeting, partially meeting, meeting* and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

Table 12 presents the decision table for schools with grades nine through 12.

Table 12. Decision Table for Assigning School Performance Levels for Schools with Grades Three through Eight.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			
Equity Meeting	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			
Equity Exceeding	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (i.e., *not meeting, partially meeting, meeting* and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

There will be some schools that have only two indicators. For example, many schools will not have a consolidated subgroup that meets the minimum *n* requirement. These schools will not

have an equity indicator. When schools have only two indicators a decision table line the one illustrated in Table 13 will be used for determining the school performance level.

Table 13. Illustration of a Decision Table for Assigning School Performance Levels when a School has Only Two Indicators.

	Achievement Below	Achievement Meeting	Achievement Exceeding
Growth (or Readiness) Below			
Growth (or Readiness) Meeting			
Growth (or Readiness) Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels will be assigned to schools with each pattern of indicator performance.

PARTICIPATION RATE

Rules for minimum participation rate are important to assure that test results used as accountability indicators are representative of the performance of students receiving instruction at a school. Non participation in testing is unlikely to be randomly distributed among students attending a school. Non participation is more likely to be systematic. When a sample of non participants in testing at a school is systematic (e.g., when the students who are non participants are those likely to have low test scores), selection bias occurs and the validity associated with using those scores in school performance computations is called into question (Marion & Domaleski, 2012). The accountability conclusions about school performance will not match actual school performance.

Participation rate is computed for (a) all enrolled students and (b) all enrolled students who are members of a consolidated subgroup. The students who were below proficient in the prior year serve as a consolidated subgroup[6]. They are students with high needs and it is important that they not be systematically excluded from testing. All schools are expected to meet the minimum annual participation rate of 95 percent for all students and for the consolidated subgroup. ~~When a school fails to meet the minimum participation rate on any test involved in computing school performance levels the school will be assigned to the school performance level that is one level below the computed performance level.~~ When a school's participation rate falls below 95% overall across all tests used for accountability, the school will be considered "unscoreable" and will be assigned to the "does not meet expectations" category. In addition, when students are a non participant on a test they will be counted in the lowest performance level category for the purpose of school performance rating.

Computing Participation Rates

[6] For the purpose of computing participation rate, students who score below proficient on the subject-area tests of the ACT in grade 11 will comprise the consolidated subgroup. For the purpose of computing participation rate on the Explore and Plan, students who perform at the Level 1 of the readiness index will comprise the consolidated subgroup.

Participation rates on each test used in computing school performance levels are calculated by dividing the number of students participating on the assessment by the total number of enrolled students in the school on the day that is the midpoint of the testing window.

The ACT test does not have a testing window. Instead it has one testing date and a second alternate date for students who miss the first date. When a student changes schools between the two testing dates, and does not participate on the test, the student will be counted as a nonparticipant at the school that the student was attending on the first date.

Any student for whom there is not an assessment result or for whom there is an invalid assessment score will be counted as "not participating" on the particular test. An exception is a small number of students who have not participated on the test due to expulsions, out-of-state placements or fragile medical conditions. These students are not included in the calculation of school participation rates. An additional exception is students who are English learners who have been in the country for less than one year who are exempt from the reading and writing tests. Participation rates are calculated separately for each content area and test including the college readiness tests.

Exemptions

In rare instances, districts may petition the Wyoming Department of Education for an exemption from testing for students with the most significant cognitive disability who are assessed on the alternate assessment when they move into the school from another school district after the beginning of the alternate assessment window. Students moving between schools within a district are not eligible for an exemption. Eligibility for an exemption should not be based on the disability category, the amount of time for which the students receives service, the location or delivery of service or the level of functioning of the student.

The Wyoming Department of Education will consider the amount of time left in the testing window to prepare for and administer the assessment. There must be evidence that the amount of time left in the testing window is not adequate to allow for a valid administration. The Wyoming Department of Education may consider evidence about the individual student's response time when demonstrating academic knowledge if such evidence is provided. For approved exemptions the performance of the student is not considered in participation rate computations or in school performance level computations.

FULL ACADEMIC YEAR

Student mobility varies across schools. Students sometimes move into a school just prior to testing. When computing school performance levels, it is reasonable to include only students who were present at the school for a full academic year (Marion & Domaleski, 2012). It is possible to exclude the performance of students who have recently arrived at the school from the school performance level computations.

"Full academic year" will be defined for Wyoming accountability as being enrolled in the same school on October 1 and on the day that is the midpoint of the testing window for each test used

in the computation of school performance levels. Students who were not at the school for the full academic year will be excluded from school performance level computations.

MINIMUM *n* FOR ACCOUNTABILITY

For accountability decisions, the minimum number of students in the consolidated subgroup is 20. For schools with a consolidated subgroup of less than 20 the performance of the consolidated subgroup over multiple years will be considered. Subgroup performance will be considered over two years. If that results in 20 students in the consolidated subgroup equity would be measured for those combined years. If not subgroup performance will be considered over three years. If there are not 20 students in the subgroup over three years, equity will not be measured at the school.

Wyoming has a sizable number of schools with fewer than 20 tested students in an all students group. For the all students group at a school the minimum n size will be six. Schools with fewer than six tested students in any one year will be reviewed based on average performance over the previous two or three years depending upon which leads to at least six tested students being available.

STUDENTS TESTED ON ALTERNATE ASSESSMENTS

Students on individual education plans who are working on alternate standards will be required to test on an alternate assessment. Students on alternate standards who do not test will be considered as not tested for the participation rate computations. Student performance on alternate assessments will be counted for school performance level determinations.

SCHOOLS WITHOUT TESTED GRADES

In Wyoming there are schools with primary grade configurations that do not serve a tested grade. These schools are "paired" with a school that includes a tested grade for purposes of accountability. For example, several LEAs have organized their elementary schools so that students attend grade K-2 in one building and then move to a different building for grades 3-5. In this case, the AYP results for the 3-5 school are used to hold the K-2 school accountable as well. The rationale for this is that the teachers in the two different schools need to be communicating across buildings to plan their curricular and instructional sequences for the successful transition of students between schools. Holding both schools equally accountable for the 3-5 school results should help foster this communication.

Table 14 is a list of Wyoming schools that do not contain any of the currently assessed grades and the school with which they are paired for accountability purposes. This table will be updated each year.

Table 14. Accountability School Pairings for Schools without Tested Grades.

School ID	School Name	Grades	Accountability Related	School ID

		Served	School	
0501002	Douglas Primary School	K-2	Douglas Intermediate School	0501010
0801007	Lincoln Elementary	K-2	Trail Elementary	0801006
1101021	Lebhart Elementary	K-2	Fairview Elementary	1101013
1601003	Libbey Elementary	K-2	West Elementary	1601005
2001010	Jackson Elementary	K-2	Colter Elementary	2001009
2104001	Mountain View Elementary	K-2	Fort Bridger Elementary	2104002
2301003	Newcastle Elementary	K-2	Gertrude Burns Intermediate	2301001
0701007	North Elementary	K-1	Gannett Peak Elementary	0701008
0725001	Ashgrove Elementary School	K-2	Rendezvous Elementary School	0725007
0725005	Aspen Park Elementary School	K-2	Rendezvous Elementary School	0725007
0725003	Jackson Elementary School	K-2	Rendezvous Elementary School	0725007